DOCUMENT RESUME

ED 191 521 JC 800 482

AUTHOR Otto, Ann McGee
TITLE A Study to Determine Student Goals for Students Enrolled in a Community College.
PUB DATE 80
NOTE 115p.; Ed. D. Dissertation, Nova University, May not reproduce well due to the print quality of the original document. Appendix F has been deleted.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Academic Aspiration; Accountability; Career Choice; Citizen Participation; *Community Colleges; Females; Full Time Students; *Individual Development; Institutional Research; Literature Reviews; Males; *Objectives; Occupational Aspiration; Part Time Students; Questionnaires; School Holding Power; School Surveys; Student Attitudes; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS *Florida Keys Community College FL

ABSTRACT

As part of an effort to include student educational objectives in the institutional planning process, a Student Goals Inventory (SGI) was administered during registration in Fall 1979 to the total population of students enrolled in credit courses at Florida Keys Community College. The SGI requested students to rank order the importance of goal statements in the areas of career, personal, academic, social, and cultural development and their development as a member of the community. Inventory data, based on a 61% response rate, were analyzed in terms of five population segments: all students, part-time and full-time students; male and female students; students under 27 years of age and those 27 years of age or older; and degree and non-degree seeking students. Summary findings indicate a general agreement among the various population segments in terms of the rated importance of goal statements. Among the most important objectives were choosing a career; exploring individual talents, skills, and abilities; increasing inter-personal skills; learning more about an individually chosen field of interest; and learning to work through the system and become involved in community affairs. The study report presents a review of the literature and recommendations based upon SGI findings. (JP)

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ED191521

A Study to Determine Student Goals for Students Enrolled in a Community College

Ann McGee Otto

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACKNOWLEDGEMENTS

Deep appreciation is offered to those whose support was essential and generously offered during the last three years -- friends, family, and staff. Many thanks to George Barton, MARP advisor; George Mehallis, an outstanding cluster coordinator; and Edgar Cale, MARP reader. Special thanks to my support group -- Katherine Hunter, John Farmer, and Bill Taylor -- for the continual encouragement to "keep it in gear." Praise for my secretary, Wendy Ramp, typist extraordinaire. Many thanks to my boss and friend, Bill Seeker, for the confidence and support. And a special tribute to Captain Henry K. for always understanding when the program attained a higher priority than exploring the high seas.

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

A STUDY TO DETERMINE STUDENT GOALS FOR STUDENTS ENROLLED IN A COMMUNITY COLLEGE

by

Ann McGee Otto

January, 1980

The willingness of a community college to develop an educational environment based on the specified needs of students becomes crucial in these times of high student attrition, increasing economic stress, and decreasing financial support systems in education. Additionally, in Florida, legislative concern has centered on institutional accountability particularly in the area of the identification of student goals. Community colleges have been directed to design systems to assess student goals and then to provide the services necessary for students to achieve their goals.

The identification of student goals provides a personalization of education and is one method designed to decrease student attrition and increase student satisfaction with the educational experience. The purpose of this descriptive study was to determine, through the administration and analysis of the Student Goals Inventory (SGI), the difference in goals for various segments of students in six

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areas of development: career, personal, social, academic, cultural, and community. The SGI was developed by Florida's Division of Community Colleges.

The SGI was administered during registration to the total population of students enrolled in credit courses at Florida Keys Community College during the fall of 1979. Questionnaires totalling 821 were completed and returned in usable condition for a sixty-one percent return. The number of respondents, when analyzed by demographic characteristics, approximated the classification of all students who enrolled for credit classes in the fall of 1979, at Florida Keys Community College.

An analysis of the three primary goals in each of the six goal categories for each of the following student categories was accomplished: (1) all respondents, (2) part-time and full-time, (3) male and female, (4) under twenty-seven and twenty-seven and over age group, and (5) degree and non-degree. Tables were used to depict the goals most frequently chosen by the respondents.

Based on the results of the study, the following general conclusions were reached for each of the goal areas. In the career development area, career education was desired and essential to assist students in determining career goals. In the personal development area, students indicated that their primary concern was the exploration of their talents, abilities, skills, and potentials so that career goals could be

established. In the social development area, students were interested in increased social interaction with individuals from various backgrounds. In the academic development area, students expressed a definite interest in acquiring more in-depth knowledge concerning an individually chosen field of interest. In the cultural development area, students were intent upon developing skills and interests that could be applied to leisure time activities. In the community development area, students were primarily concerned with coping with the current political, employment, and community "systems."

Forty recommendations, applicable to the specific goal development areas, are included in this study. The recommendations are specific and range from expansion of the Career Information Service, to the establishment of placement testing, to the sponsorship of a weekly student-produced, college-oriented radio program by the student radio club.

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CHAPTER I

INTRODUCTION

Background and Significance

The willingness of the community college to develop an educational environment based on specified needs of students becomes crucial in these times of high student attrition, increasing economic stress, and decreasing financial support systems in education. National projections indicate that colleges may expect enrollments to decline throughout the next decade. This decline is fostered by the decrease in high school graduates. When coupled with normal attrition rates, this decrease in projected enrollment presents a crucial issue which must be addressed if colleges are to continue to experience growth.

Data for the fall term of 1977, at Florida Keys Community College, indicated that students withdrew from twenty-five percent of the total number of credit semester hours of enrollment reported during that particular term. This represented only a fourteen percent student headcount withdrawal. However, the college received state funding based on the number of credit hours taken, and a decrease of twenty-five percent was considered significant.

This withdrawal information, and a desire to assess the attrition issue from within the institution, prompted the

president of the college to authorize the formation of a task force in April, 1978. The task force, composed of college employees and students, recommended in June, 1978, the need for improved academic and career counseling and closer coordination and communication among faculty, counselors, and students (Appendix A). The recommendation for improved communication and coordination among these groups indicated the need for these segments of the college to know more about each other. Particularly, attention focused on the students who had already joined the college family and on methods to insure the continuance of these students.

If the institution is to be accountable to these students, and accountability is one of the key terms that has been applied to educational systems during the 1970's and can be expected to remain an important educational issue in the 1980's, then the institution must design a method to assess student goals. The institution must determine why the students have enrolled and what services the institution must sponsor to assist the students in achieving their specific goals.

In Florida, State Board of Education Administrative Rule 6A-14.61(2) states:

> Each college shall provide a system which enables students to set goals and pursue programs through which they can attain these goals (1979: 201).

Thus, the determination of student goals is considered as a portion of an institution's accountability by Florida's Legislature.

The Equal Access/Equal Opportunity Plan written for Florida Keys Community College states that the college will "develop a set of goals designed to assist students in achieving career aspirations correlated with relevant academic services" (1979:13). A June, 1978, report from a college-wide Action/Planning Task Force listed the need for improved academic and career counseling that would provide closer coordination between faculty, students, and counselors. It was the opinion of the task force that more information was needed concerning the reasons why students attended Florida Keys Community College and the types of services that were expected from the institution.

A report published by Florida's Division of Community Colleges stated:

> The challenge and need to identify and evaluate the area of student goals has been brought to the attention of the colleges as a result of the changing student population, with its diverse needs and objectives (1976:1).

This new population includes financially disadvantaged persons, the housewife or mature woman seeking a career, those individuals who are attempting a career change, veterans or retired military personnel who are adjusting to civilian life, and the senior citizens who need activities to fill their hours.

According to this recent study by Florida's Division of Community Colleges, "there has been little documentation of research of student-defined goals within higher education" (1976:1). This type of approach -- asking students what they want from their educational experience -- has been further endorsed by Cohen (1979) when he stated that students who matriculate in community colleges should be asked what they want and what they are getting. He elaborates on this idea by stating that students should be "asked initially why they are attending and during each term asked whether their goals have changed and what they need" (1979:18).

Matson (1978:18) supported this approach when she stated that, "The nature of an educational institution is in large measure determined by its students -- those who enroll as well as those who, though eligible, do not." She further postulated that one criterion of the effectiveness with which a college was serving its community was reflected in the extent to which its student population was involved in needs assessment for program planning.

Cross (1971) dwelt singularly and often in her writings on the student consumer and the need for community colleges to be sensitive to the unique consumer needs that cannot be met by traditional educational programs. If Cross' words are to be heeded, then student populations must be measured frequently and in a variety of ways in order to design appropriate and meaningful educational experiences.

Martorana and Kuhns (1975) listed factors which create demands for change: public disenchantment with the value of education, pressure for accountability, competition for students and dollars, non-traditional students, student insistence on flexibility, and concern for affective learning values. Roueche (Roueche and Herrscher, 1973) contended that the contemporary community college's reason to exist originated in, and continues to hinge upon, societal demands to fulfill broad educational needs that have been ignored by narrowly oriented institutions. The two-year college movement is "marked by a positive philosophy, a social thrust, and a practical style," stated Roueche (1973:204). He proposed that educational leaders continually ask themselves task-oriented questions directed toward changes needed to accomplish the mission of the institution.

Monroe (1977) reiterated Medsker's statement that most two-year colleges conduct very little research that would facilitate intellectual planning and improvement of student personnel services. Monroe stressed his point by quoting Cross' 1968 findings which indicated that very little was known about how community college students felt about their colleges. This can be carried even further when consideration is given to the diversity of the student populations in most community colleges.

In an April, 1979, address to interested faculty and administration of Florida Keys Community College, John Farmer, Dean of Student Development at Florida Junior College at

Jacksonville, presented a study of eight Florida community colleges completed recently in an effort to determine student goals. He emphasized the need to look further into student attitudes in order to provide essential information on which to base intelligent planning. Student feedback concerning their career, personal, social, academic, cultural, and community goals provides information that can be used to identify weaknesses and assets present in the college environment.

The identification of student goals provides a personalization of education and is one method designed to decrease student attrition and increase student satisfaction with the educational experience. The Student Goals Inventory (SGI) was developed by Florida's Division of Community Colleges for use in two-year public community colleges. The SGI (Appendix B) addresses six major areas of student development: career, personal, social, academic, cultural, and community.

The purpose of this study was to determine student goals for various segments of students enrolled at Florida Keys Community College during the fall of 1979. The assessment of student goals was made through the administration of the SGI to the total population of students who enrolled in credit courses at Florida Keys Community College during the fall of 1979. Based upon student responses, an identification of the three most frequently chosen goal statements for the six areas covered by the SGI was determined. These six areas of student development were: career, personal, social, academic, cultural, and community. Demographic data was applied

and a determination was made concerning the three primary goal choices for: (1) part-time and full-time students, (2) male and female students, (3) the under twenty-seven and twenty-seven and over age group, and (4) degree and non-degree seeking students.

There can be no doubt that there was never a better time for institutions to plan change in an orderly fashion based on research concerning identified student needs or goals. A willingness of the community college to develop an educational environment based on specified needs of students becomes crucial in these times of high student attrition, increasing economic stress, and decreasing financial support systems in education.

Prior to this study, due to limited resources and the absence of an institutional research component, Florida Keys Community College had not undertaken a formal study of student goals. Given the concern and legislative mandate for educational accountability and the need for more detailed information concerning the reasons why students enter the college, this study was very timely. The study was endorsed by the president of the college (Appendix C). The results of the Student Goals Inventory provided data that may be used to: (1) identify student needs/goals; (2) suggest services that could be structured to meet those needs; and (3) provide an institutional marketing tool, whereby the institution could address services desired by specific clientele. Additionally, the administration and analysis of the

Student Goals Inventory provided a data base to assist in planning change for Florida Keys Community College.

Research Questions

Increasingly, educators are being challenged to devise methods to assess the reasons why students attend community colleges -- student goals -- and how these goals can best be met by the institution, its faculty, and services. College personnel are aware that the diversity of the student population creates a diversity in goals and desired services. Traditionally, students attended institutions of higher learning to complete a degree and obtain employment in a specific area. However, this concept is no longer valid when applied to community colleges and the divergent populations that they attract.

In the past few years, particularly through a study of students enrolled in Florida's public community college system, it has become apparent that students who leave the community colleges prior to obtaining a degree secure meaningful occupations and/or accomplish other goals which they have defined for themselves. If colleges, particularly community colleges, are to provide the services most needed by their clientele then an assessment of those needs is desirable.

The major issues of this study were to determine, through the administration of the Student Goals Inventory, the three primary goals for the total population of students enrolled at Florida Keys Community College in the fall of 1979, in the following categories: career development,

personal development, academic development, social development, cultural development, and community development.

Answers were sought to the following research questions:

1. What were the three primary goals identified by the total population of students enrolled at Florida Keys Community College in the fall of 1979, in the following categories: career, personal, academic, social, cultural, and community?
2. What were the three primary goals identified by part-time and full-time students enrolled at Florida Keys Community College in the fall of 1979, in each of the following categories: career, personal, academic, social, cultural, and community?
3. What were the three primary goals identified by male and female students enrolled at Florida Keys Community College in the fall of 1979, in each of the following categories: career, personal, academic, social, cultural, and community?
4. What were the three primary goals identified by students under twenty-seven and those twenty-seven and over enrolled at Florida Keys Community College in the fall of 1979, in each of the following categories: career, personal, academic, social, cultural, and community?
5. What were the three primary goals identified by degree and non-degree seeking students enrolled

at Florida Keys Community College in the fall of 1979, in each of the following categories: career, personal, academic, social, cultural, and community?

6. Based on the categorical analysis of student goals, what services may the institution, its faculty, and staff provide to assist students in attaining the goals that they have identified?

The analysis of student goals, when displayed by category, provided the institution with detailed information concerning the reasons why students attended the community college and what services they expected from the educational institution. The administration of the Student Goals Inventory allowed a determination of student goals for specific classifications of students for six areas of development: career, personal, social, academic, cultural, and community.

The results of this study provided data that may be used to: (1) identify student needs/goals; (2) suggest services that can be structured to meet those needs; and (3) provide an institutional marketing tool whereby the institution may address services desired by specific clientele. This study provided a means for students to assist in structuring the college environment. This study contributed to a relatively unexplored area of research -- the goals of students in community colleges. This study also assisted Florida Keys Community College in implementing the

legislative and equal access/equal opportunity mandate for the establishment of a systematic assessment of student goals at the community college level.

Definition of Terms

The following terms were defined for the purposes of this study:

TERM	OPERATIONAL DEFINITION
(1) Part-time student	(1) Individual who has officially registered during a particular academic term for 11 or fewer semester credit hours.
(2) Full-time student	(2) Individual who has officially registered during a particular academic term for 12 or more semester credit hours.
(3) Degree-seeking student	(3) Individual who has officially declared a major and has been admitted to an associate degree program.
(4) Non-degree seeking student	(4) Individual who has not officially declared a major and has not been admitted to an associate degree program.

(5) Student Goals Inventory — (5) An instrument designed to assess the goals of students in six categories of development: career, personal, academic, social, cultural, and community.

Assumptions

The following were the basic assumptions employed in this study:

1. Students can readily assess the reasons why they were in attendance at an institution of higher education.
2. Students were willing to reveal the actual goals they were working toward at an institution of higher education.
3. Students were able to accurately interpret the items contained on the Student Goals Inventory and apply them to their individual goals.

Limitations of the Study

The following were the limitations of the study:

1. The method of research was descriptive in nature and thus the results were limited by the advantages and disadvantages of such an investigation.
2. Some students did not respond to the request for information concerning their specific goals.

3. The student-respondent was the sole interpreter of the items contained on the Student Goals Inventory.
4. The student-respondent may be uncertain as to his/her specific educational goals as identified on the Student Goals Inventory.
5. Some students did not place their name on the questionnaire because of a desire for anonymity concerning personal and educational goals.
6. Some students did not complete all of the demographic data requested on the questionnaire. This information was retrieved from other college records if the student's name had been placed on the questionnaire.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Since relatively few studies have been conducted concerning student goals within the context of the community college, the literature review was expanded to include other factors that provide the basis for or relate to student goals. Accountability, the rationale for the student-goals approach, and institutional goals as related to student goals provided the context for this literature review section. Goal-setting may be viewed as an essential task for both the institution and the student. Congruence, or an agreement and mutually supportive set of goals developed between the institution and the student, provides a positive and reinforcing learning atmosphere beneficial to both agents.

Accountability

Educational accountability has become one of the crucial issues that must be addressed by educators if educational systems are to persist and receive public support in the decades ahead. The American public is questioning the value of our system of higher education and is, indeed, demanding that that system be more responsive to individual goals and objectives. "In some ways more than ever before, the goals, structures,

and hallowed traditions of American higher education are being challenged and rethought" (Hull, 1973:263).

For decades, the community college movement has received the unsolicited support of a public who appeared to be genuinely enamored with an open door concept that guaranteed access for all to higher education. With national trends indicating fewer high school graduates, and hence fewer traditional students, and with legislators questioning the dollars allocated to higher education, educational institutions are being asked or told to be more accountable. In essence, community colleges must determine the reasons why students choose to pursue advanced educational goals, assess those goals, and provide an environment where individual objectives may be attained if they are to continue receiving community and financial support.

A report issued by Florida's Division of Community Colleges stated that:

> Traditionally, it was believed that a student attended the community college to obtain a degree which led to a specific occupation or transfer program. But it is becoming more apparent that students who leave the community colleges prior to obtaining a degree secure meaningful occupations and/or accomplish other goals which they have defined (1976:1).

If educational institutions are to be held accountable, then educators must devise the means to systematically determine the goals that students have structured for themselves. An assessment may then be made as to how well institutions are serving student needs and, hence, being accountable.

In some instances, the higher education community is being forced to re-evaluate the educational experiences that are made available to its clientele. According to Vermilye (1975), this re-focusing began in the sixties when educators were reminded by youthful protesters of how far they had strayed from paying attention to the learner.

> Two of the battle cries of that movement, *relevance*, and *participatory democracy*, explain much of learner-centered reform. Later, a third cry was added -- *accountability*. Together these words amounted to a charge that institutions had drifted from serving learners to serving the people who worked for the institutions and ran them (1975: ix).

Through learner-centered reform educators have been encouraged to re-examine their attitudes toward learning and the learner and to effect some changes in the educational system. Changes such as external degrees, open admissions, contract learning, competency-based education, and self-paced learning have been adopted on a national scale. However, at the center of any of these attempts at change, should be an assessment of student goals -- a determination of the reasons why students are attending institutions of higher education and the services that they feel are necessary for them to attain their individual goals. Without this appraisal, attempts at educational reform cannot hope to address the heart of the issue -- student needs. Carney and Barak (1976) encouraged this goals assessment approach and recommended that yearly surveys of this type be conducted as a means of assessing changes in student perceptions over time.

Rationale For Student Goals Approach

Cohen (1979) endorsed the student goals approach when he stated that we should ask students who have matriculated in a community college what they want and what they are getting. Unfortunately, this has not been the approach employed by most educational institutions. In fact, the report issued by Florida's Division of Community Colleges found "that there has been little documentation or research of student-defined goals within higher education" (1970:1). This lack of research was re-affirmed in a later study by Beeler (1977). He concluded that while colleges have a sincere desire to meet student needs, instances of systematic inventorying and appraising of programs designed to meet this goal are few. Beeler (1977:14) recommended that "suitable instruments be developed that refer to specific aspects of the environment that can be changed by administrative actions."

Knoell addressed the clientele issue and stated that:

> The predominant function of community and junior colleges is the education and guidance of students from widely varying backgrounds and with diverse interests and objectives (1973: vii).

Neher and Potter supported this view by describing community college students as individuals with a great variety of experience that provides for "wide economic, racial, religious, social, educational, ethnic, emotional, and age differences" (Blocker, 1974:2).

Neher and Potter further elaborated on these differences by addressing Maslow's hierarchy theory of human needs and the need to achieve unity with oneself and the world. It was their opinion that:

> If, instead of trying to pigeonhole students into racial, sexual, and achievement categories, we try to assess their needs and provide services at all stages in the hierarchy to help them reach their own unity, we will, in our opinion, be on the path to truly educating people. Given the diversity of people attending the community college, there are large numbers at each stage of Maslow's hierarchy, and to view people sitting in any particular classroom as having the same goals and reasons for being there is to turn the college into an inefficient assembly line and to mock the educational experience (Blocker, 1974:3).

Ebersole and Hargis (Blocker, 1974) maintained that educators tend to categorize and classify everything, including students. They maintained that the "new student" was not actually new. Rather, "the new student is today's student, whenever that day dawns" (Blocker, 1974:15). It was their contention that the student is an individual with access to a scholastic smorgasbord of academic choices. Educators must not lump students into categories, but must meet students as people head on. "The task is to discover who each and every student is, what are his or her needs" (Blocker, 1974:19).

Brawer gave further meaning to this approach when she stated:

> Given our awareness, then, of the changing nature of college students across the board, what do we really know about these men and women? How can we assess nontraditional students so that we can more fully understand them, develop better programs to

> serve them, guide them into future activities that will be mutually satisfying for both persons and institutions, and may even help them contribute to a better world? (Blocker, 1974:38)

It was Brawer's contention that given the proper opportunities, individuals could develop flexibility, a sense of identity, and heightened self-awareness that would enhance everyday living. She further felt that it was the responsibility of educators -- administrators, faculty, and counselors -- to provide the experiences necessary for this human development. Cohen (1971) reinforced this need for guidance and direction. It was his contention that, although most community college students have a vocational orientation, many of them are uncertain of their plans and are in need of assistance in classifying their goals.

According to Hodgkinson (Vermilye, 1975), new forms of higher education require new means of assessment. Students need to be encouraged to think about their own development and about the relevance of a particular learning activity in relation to their goals. Lehmann contended that:

> By raising questions about a student's goals, life plans, the specific objectives for a particular learning contract, the kinds of learning activities and resources to be used, and the ways in which the learning will be evaluated, the dialogue with a mentor stimulates the student to think seriously about his or her education (Vermilye, 1975: 136).

Through this self-assessment of goals and objectives, students can prepare themselves for life-long learning.

Institutional Goals As Related To Student Goals

For many years, educators have believed that the attainment of a degree represented the student's major reason for college attendance. Warren challenged this assumption and the ambiguity of a college degree by stating that "no accepted overall goal for a college education exists. The educational substance for which a college degree stands is undefined" (Vermilye, 1975:137). He further stated that:

> Not until the student has also completed the remaining hodgepodge of courses required for a degree is the most important and most poorly defined goal, the degree itself, reached (Vermilye, 1975:140).

Therefore, if students attend college for reasons other than a degree, the institution must adopt a method to determine these reasons.

Chickering (1974:3) stated that:

> Colleges and universities will be educationally effective only if they reach students "where they live," only if they connect significantly with those concerns of central importance to their students.

It is therefore essential for institutions to ask students what they want from their educational experiences. Yet, this seems to be one area where educators have assumed that they know what students wish and have been reluctant to actually assess the situation from the student's viewpoint. The lack of research in the area of institutional assessments of student goals confirms this viewpoint.

A statement of student goals is essential to the student's success in college and in life. Erikson (1964:122) said, "Purpose, then, is the courage to envisage and pursue valued goals uninhibited by the defeat of infantile fantasies, by guilt, and by the foiling fear of punishment." Allport (1961: 126) asserted that, "The core of the identity problem for the adolescent is the selection of an occupation or other life goal." With many individuals now changing occupations five or six times within their work career, it appears that this life goal selection continues throughout adulthood.

Allport (1961:126) further contended that "long range purposes and distant goals add a new dimension to the sense of selfhood." Indeed, goals and plans may be the primary behavior motivation. As stated by Chickering (1974:113), "when plans become clearly formulated, learning becomes organized in relation to them." Clarity of purpose or goal-identification is essential to goal-attainment and the individual's development of a sense of self.

A Goddard faculty study (Beecher, et al., 1966) found that goal-directed students could be defined as individuals who had conscious and fairly well-defined goals meaningful to self. These were individuals who had developed an ability to see the relationships between individual purposes and other aspects of life, and whose academic pursuits had increased in focus and depth through the perceived relationship to the individual's goals. The goal-directed student was described as a purposeful student who was well motivated and working with

drive and determination for his own satisfaction. Goal-directed students continued despite distractions or difficulties and actually sought additional learning activities that were related to perceived goals.

Chickering (1974) found that while individual purposes need not be highly specific, sufficient clarity of direction must be present to permit the identification of appropriate present and future behaviors. In essence, general goal statements that left a significant option of future choices were desirable and provided substantial motivation.

Since institutions are comprised of students with certain goals, those goals have the possibility for becoming institutional goals. This is essential if the institution truly exists for the student. Chickering addressed the issue of the relationship between institutional and student goals in the following manner.

> Salient institutional objectives also keep alive for students their reasons for being in college, and at that particular college. They can then organize time and energy more consciously to reach those objectives they value. Thus institutional clarity and commitment generate similar clarity and commitment on the part of students, leading not only to increased efficiency but also to higher levels of motivation (1974:161).

Eventually, Chickering felt, the institution's goals became synonymous with the individual's goals thus increasing the possibility of goal attainment since college services would be designed to accommodate the perceived goals of the institution and, hence, of the student. Hull (1973:265)

reiterated this opinion:

> Hence, the academic discussion as to whether the institution is concerned primarily with the "transmission of knowledge" or the "personal development of the individual" is just that: academic nit picking. In reality, these cannot be separated.

Roueche (1977) reiterated the concern for institutional goals by stating that higher education is undergoing an accountability crisis. It is a crisis in which the students' assessment of the college environment can provide valuable information. "By asking students, staff, and administrators to indicate how they would like the college environment to be, the community itself helps to set priorities" (1977:111). Roueche further stated that, "Success depends on knowing what one is attempting to do" (1977:77). It is only by assessing student goals through actual student responses that an institution can hope to succeed in meeting those needs.

Institutional and student goals that are congruent can establish an atmosphere that assists the student in obtaining the maximum benefits from the educational experience.

> It is the clarity and consistency that determine whether development will be fostered, or whether, in their absence and diffuseness, the conflicting forces that follow will immobilize the student and leave him passive and noncommitted, swinging like a pendulum, permitting little progress from dead center and little gain over the momentum provided by the diverse and general social forces that operate outside the institution (Chickering, 1974:184).

Related Studies

The focus of this study relates specifically to the goals of students in six categories of development: career, personal, social, academic, cultural, and community. While other studies have not focused specifically on goal-identification within these particular areas, there are several research efforts that should be mentioned.

An early study by the Michigan State Department of Education (1969) surveyed 77 counselors and 697 students in fourteen Michigan community colleges concerning the student personnel functions that these groups felt received too much or too little emphasis. Students responded by stating that the greatest emphasis was needed on advising them into appropriate programs and consulting with them about career plans, educational goals, and probable chances for achieving them. Counselors, however, were more concerned with promoting coordination among faculty, students, and administration, and with conducting surveys for strengthening student services.

In an attempt to determine why students enrolled in specific courses in a comprehensive community college, Lower Columbia College students were asked to respond to a questionnaire listing nine possible reasons for enrollment. The main conclusion reached by Lennstrom and Borchgrevink (1970) was that students enrolled for a variety of reasons: (1) to gain transfer credit, (2) meet graduation requirements, (3) prepare for future employment, and (4) for personal interest.

Lennstrom and Borchgrevink concluded that:

> The large percentage who responded to taking courses for their own interest and/or pleasure supports the contention that many community college students are enrolled as non-occupational terminal students (1970:8).

A study by Gell and Armstrong was published in 1977 as a portion of a statewide longitudinal study of student goal attainment in Maryland. Montgomery College surveyed 3,975 students in 1976 who had initially enrolled in the fall of 1972. Sixty percent responded and indicated that their major goals were: (1) graduating with an Associate in Arts degree, (2) career training and employment, and (3) transfer to a four-year institution. In their findings, Gell and Armstrong (1977:50) recommended that:

> Student educational goals should be routinely recorded at the time of entry to the College and used in the assessment of programs in terms of the degree to which student needs are met.

In a survey of 4,631 community service students in the Florida community college system, Nickens (1977) reported that students enrolled in community service courses primarily to improve their chances for employment. This reason was cited by 42.7 percent of the students. Another frequently cited reason (38.7 percent) was to provide for cultural or social development.

A 1978 study of 1,266 Los Angeles City College students (Gold, 1979) indicated that the principal reason for attending college was to acquire or improve occupational or technical

skills. This reason was cited by 42 percent of the day and 53 percent of the evening students. The second most frequently given reason was to prepare for transfer to a four-year institution.

In an effort to assess the needs and determine the demographic, educational, employment, and enrollment characteristics of students over 24 years of age who were attending Jefferson Community College, surveys were conducted of the faculty and a random sample of the 3,160 students enrolled during 1976-77. Smydra and Kochenour (1978) conducted this random survey of 302 adult students. Their findings indicated that the older student tended to feel a lack of self-confidence in attempting to compete with the younger student. However, as a total group, the majority of the student respondents declared that they had enrolled to fulfill a desire for educational achievement and that they felt that college was a way to achieve personal growth. Overwhelmingly, the older student attended college due to personal motivation as opposed to encouragement from family or friends.

Surveys mailed to 978 former Lane Community College students who were enrolled at the University of Oregon during 1975-76 secured a 50.8 percent response rate. Results of the study (Lamberts, 1977), primarily concerned with transfer problems, indicated a need for improved counseling and guidance services at Lane Community College in the areas of career and schedule planning. Students also requested additional assistance with educational, financial, and study problems. Lamberts (1977:18) concluded that:

> Financial concerns and uncertainty about vocational choice are the primary causes for students enrolling in two-year institutions prior to the university. Lack of confidence is also a factor affecting women's decisions to do so, while men are influenced by the size of the college.

In 1976, the Michigan State Board of Education addressed the issue of supportive services for enrolled students as one of the key concerns in postsecondary education. The study highlighted the need for student skill and goal assessment. It provided a model for the assessment of student needs and recommended that the Michigan State Board of Education support the development of several model "Educational Opportunity" centers. These centers, located at postsecondary institutions throughout Michigan, would provide for student referral, needs assessment, remedial academic support, tutorial services, and follow-up.

Los Angeles Harbor College administered surveys to 920 students in 1976 and to 803 students in 1977. The study (Landis, 1977) was designed to ascertain the importance of 57 learning objectives and 8 credit objectives, and to relate these to the need, use, and efficacy of college instructional and support services. Landis concluded that the most important learning objectives for both groups surveyed were: (1) increased effectiveness in accomplishment of goals; (2) academic courses for advancement; (3) development of self-confidence, self-discipline, and effective time-management. The most important credit objectives included: (1) transfer credit, (2) baccalaureate attainment, (3) letter grades, and (4) attainment of

the associate degree. Based on these student-declared objectives, Landis (1977:50) concluded that:

> If this is the student consumer in a consumers market, faculty can strengthen its role in planning and implementation of services and curriculae by using their expertise to address student self-defined objectives by institutional and course objectives which will enable the students to achieve success.

Summary

For years, community college educators have purported to serve a population whose needs have remained relatively unidentified. Educators have assumed knowledge of student goals without actually assessing these goals, or reasons for educational pursuit, from the student's viewpoint.

Legislative attention, spurred by constituent demands, has focused on the need for educational accountability. This type of accountability, by its very nature, must include a determination of the reasons why students pursue higher education and the resources that institutions are providing and should provide to meet these stated goals.

Community colleges serve a diverse clientele. Varied social, economic, racial, academic, age, and emotional backgrounds are the norm rather than the exception. This varied background, while producing a variety of needs, highlights perhaps the basic human need -- to achieve unity with oneself and the world. This achievement, in itself a lifelong task,

requires that the person establish meaningful individual life goals and develop a plan to achieve those goals.

Community college educators, in their quest to establish conducive learning environments, must be concerned with student goals particularly as they relate to and influence institutional goals. Student goals must be assessed and addressed by any institution that is truly intent on assisting students in developing their maximum potential -- both personal and academic. An institution that can establish a congruence between student and institutional goals should be successful in creating a learning environment that permits the learner to obtain the maximum benefit from the educational experience.

CHAPTER III

PROCEDURES AND METHODOLOGY

Purpose of the Study

The purpose of this study was to determine, through the administration of the Student Goals Inventory, the three primary goals for the total population of credit students enrolled at Florida Keys Community College in the fall of 1979, in the following categories of development: career, personal, academic, social, cultural, and community. Additionally, the goals identified by the student population were analyzed by various demographic segments: (1) part-time and full-time students, (2) male and female students, (3) under twenty-seven and twenty-seven and over age group of students, and (4) degree and non-degree seeking students.

Procedures

The research design was descriptive. The SGI was pilot-tested at Florida Keys Community College during term 3B, 1979. No changes were suggested by the 73 students who completed the questionnaire. During the fall registration period for 1979, the Student Goals Inventory was distributed to and collected from the total population of students registering for credit classes at Florida Keys Community College. A cover memorandum (Appendix D), attached to the SGI, provided the student with

information concerning the purpose of the study. A sixty percent return percentage was considered sufficient for this study. Sixty-one percent of the questionnaires were returned in usable condition.

Once the completed questionnaires were received, the responses were reduced to computer cards to assist with the analysis. Demographic data concerning the student's name, age, sex, major, and enrollment status were included on the card detailing the student's choices for each of the six student goals areas: career, personal, social, academic, cultural, and community. An analysis of the three primary goals for each of these categories was accomplished for the following student groups: (1) all respondents, (2) part-time and full-time, (3) male and female, (4) under twenty-seven and twenty-seven and over age group, and (5) degree and non-degree. Tables are used to depict the goals most frequently chosen by each of these groups for each of the six student goals areas. Based on the most frequently selected student goals, recommendations were made concerning services that the institution may offer to assist students in reaching their identified goals.

Population

The population for this study included all students who enrolled for credit classes at Florida Keys Community College during the fall term of 1979. These students numbered 1346. A total of 989 questionnaires were returned for a

return percentage of 73.5 . Of these questionnaires, 168 were not in usable condition due to invalid or incomplete student identification names. Therefore, 821 questionnaires were declared valid for the purposes of this study. This represented a 61 percent usable questionnaire return rate. Table I details the number of students who comprised the various demographic categories. This breakdown approximates the classification of all students who enrolled for credit classes in the fall of 1979, at Florida Keys Community College.

Questionnaire Design

The Student Goals Inventory was developed by Florida's Division of Community Colleges for use in two-year public community colleges. The SGI addresses six major areas of student development: career, personal, social, academic, cultural, and community. The SGI has been validated by a panel of experts from: Miami-Dade Community College, Hillsborough Community College, Broward Community College, Seminole Community College, Daytona Beach Community College, Florida Junior College, and Florida's Division of Community Colleges. A listing of these individuals is included in Appendix E.

The reliability of the SGI was established through field testing at the six community/junior colleges previously listed. Additionally, the SGI was pilot-tested at Florida Keys Community College during term 3B, 1979. No changes were suggested by the seventy-three students who completed the questionnaire.

In a 1976-77 study, the goals listed within the six categories of the Student Goals Inventory were ranked and attained the following reliability coefficients: career development = .99, personal development = .99, social development = .94, academic development = .99, cultural development = 1.00, and community development = .97. The overall rank for each goal statement was .97.

Methodology

The major issues of this study were to determine, through the administration of the Student Goals Inventory, the three primary goals for the total population of students enrolled at Florida Keys Community College in the fall of 1979, in the following categories: career development, personal development, academic development, social development, cultural development, and community development. Given the diversity of the student population, demographic data was applied and the prioritized student goals were specified for the following categories of students: (1) all students; (2) part-time and full-time; (3) male and female; (4) under twenty-seven and twenty-seven and over age group; and (5) degree and non-degree seeking students.

In the directions for the completion of the Student Goals Inventory, the respondents were instructed to check all of the goal statements within the six categories of development that applied to their specific goals. Therefore, the

tabulation of the results is not a percentage representation, but a numerical selection based upon the total number of times that a particular goal statement was selected.

In Tables II through XIII, the goal statements are prioritized within the six general goal areas. The rankings were accomplished based on the frequency of selection. Where two goal statements were selected with equal frequency, the same rankings were designated for each and the next ranking number was deleted. In this manner, some categories are designated with two "3" rankings and no "4" ranking. A summary of the frequency listings for each of the goal statements within the six general goal categories is contained in Appendix F.

CHAPTER IV

RESULTS

The purpose of this study was to determine, through the administration of the Student Goals Inventory, the three primary goals for the total population of students enrolled at Florida Keys Community College in the fall of 1979, in the following categories of development: career, personal, academic, social, cultural, and community. Additionally, the goals identified by the student population were analyzed by various demographic segments: (1) part-time and full-time students, (2) male and female students, (3) under twenty-seven and twenty-seven and over age group of students, and (4) degree and non-degree seeking students.

Table I reflects the number of respondents within each of the student categories. This breakdown approximates the classification of all students enrolled for credit classes in the fall of 1979, at Florida Keys Community College.

The first major category on the Student Goals Inventory -- career development -- lists fourteen goal statements that a student might choose to pursue at the community college level. Table II indicates the rankings for these goal statements based on the frequency of response for each of the population segments.

TABLE I

CATEGORIZATION OF NUMBER OF STUDENTS RESPONDING TO STUDENT GOALS INVENTORY BY ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

STUDENT CATEGORIES	N	%
All (Total)	821	100%
Part-Time	447	54%
Full-Time	374	46%
Male	380	46%
Female	441	54%
Under 27	502	61%
27 and Over	319	39%
Degree	567	69%
Non-Degree	254	31%

TABLE II

Rank Order of Career Development Goals Indicated by Student Enrollment Status, Sex, Age, and Degree Status

Goal Statments	All	Part-Time	Full-Time	Male	Female	Under 27	27 & Over	Degree	Non-Degree
Determine a career goal	1	2	1	2	1	1	7	2	5
Prepare for immediate entry-level occupation	8	9	6	8	8	6	8	6	11
Meet employment requirements of specific job	4	6	4	6	3	4	4	4	6
Discover career potentialities and competencies	2	1	3	3	2	2	2	3	1
Develop management/leadership skills	5	7	5	4	5	5	5	5	7
Earn an Associate in Science degree (get a job)	3	5	2	1	4	3	1	1	13
Earn an Associate in General Science Degree	13	14	9	12	13	12	13	10	14
Earn a planned occupational certificate	12	12	12	12	12	13	12	12	9
Take courses to keep current in field	7	3	8	7	7	7	6	8	2
Take courses to retain present job	14	13	14	14	14	14	13	14	12
Take courses to get a promotion	10	9	11	10	10	9	10	9	8
Prepare to change occupations	6	4	7	5	6	8	3	7	3
Prepare for local, state, national board exams	11	11	9	11	11	11	11	10	9
Others	9	8	13	9	9	10	9	13	4

Previous studies have indicated that students attend college primarily to acquire and improve occupational skills (Gold, 1979). This finding was confirmed through the results displayed in Table III. Determination of a career goal, discovery of career potentialities and competencies, and attainment of a job through the completion of an associate in science degree are all related goals. These three goals represent the primary choices for all the categories of students included in this study.

A prior study by Jones (1974) found that 49 percent of the students surveyed felt that the selection of an occupation was their most difficult problem. Hitchcock's study (1973) indicated that vocational selection was the overriding pressure for university seniors and that most students are concerned with meeting their basic needs for work achievement. Hitchcock further observed that, unlike the students of the 1960's who were oriented toward reexamining established values, the current student population is more interested in establishing themselves vocationally. The current study indicated that the establishment of a definite career goal that provides for future employment possibilities is uppermost in the minds of students.

It should be noted that the non-degree and older students indicated interest in continuing their education in order to prepare for a change in occupations or to keep abreast of recent developments in their field. Women, however, indicated that they were attending the community college to meet the requirements of a specific job. In a recent study, Smydra

TABLE III

THREE PRIMARY CAREER DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Determine a career goal	1	2	1	2	1	1		2	
Meet employment requirements of a specific job					3				
Discover career potentialities and competencies	2	1	3	3	2	2	2	3	1
Earn an Associate in Science degree (get a job)	3		2	1		3	1	1	
Take courses to keep current in field		3							2
Prepare to change occupations							3		3

and Kochenour (1978) found that a higher percentage of the females than the males attended college to secure skills that would increase their independence.

The second major category on the Student Goals Inventory -- personal development -- lists sixteen goal statements that a student might choose to pursue at the community college level. Table IV indicates the rankings for these goal statements based on the frequency of response for each of the population segments. The frequency of like rankings for the various segments of students indicates a general agreement as to the importance of the personal development goal statements. It should be noted that learning more about personal health and postponing financial independence were consistently ranked last by the respondents.

Prior studies have indicated that personal growth and development are primary interests of college-age persons (Terenzini, 1975). Katz et al. (1968) reported that uppermost in the minds of Berkeley and Stanford seniors was the desire for self-improvement and increased independence. The study concluded that the students' private lives, rather than academic pursuits, received their primary attention.

TABLE IV

RANK ORDER OF PERSONAL DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Explore talents, skills, & abilities to determine goals	1	1	1	1	1	1	1	1	1
Successfully undergo transitional period	5	5	5	5	5	6	4	5	5
Assist in personal adjustment	6	6	7	7	6	7	6	6	6
Understand myself better	7	7	6	6	7	5	8	7	7
Develop self-worth and confidence	2	3	3	3	2	2	3	2	3
Meet my physical needs	12	11	11	11	12	11	12	12	12
Focus on my personal growth	3	2	4	2	3	4	2	3	2
Clarify my values	8	9	8	8	8	8	10	8	9
Develop personal strengths	4	4	2	3	4	3	5	4	4
Explore/understand my feelings, thoughts, & behaviors	9	10	9	10	8	9	9	9	10
Explore my attitudes toward marriage, parenthood, and/or divorce	13	14	13	13	13	13	14	13	14
Aid in adjustment to change in life-style	10	8	12	9	10	10	7	10	8
Learn more about my health	15	15	14	15	15	15	15	14	16
Postpone the time when I will be financially independent	16	16	15	16	15	16	15	16	15
Focus on my independence	11	12	10	12	11	12	11	11	13
Others	14	13	16	13	14	14	13	15	11

The results of the personal development goals survey displayed in Table V would appear to reinforce this concern. Exploring talents, skills, abilities, and potentials in order to determine personal goals was the first choice for all of the student segments. This study reinforced Cohen's (1971) findings which indicated that, despite their vocational orientation, most students are uncertain of their plans and need assistance in clarifying their goals.

The development of self-worth and confidence and a focus on personal growth were the next most frequently selected goals. These statements are closely related and could perhaps be included in one goal statement. A study of Jefferson Community College students (Smydra and Kochenour, 1978) found that the majority of the students enrolled in college to fulfill a desire for educational attainment and as a way to achieve personal growth. This enthusiasm for personal growth was repeated in the current study.

TABLE V

THREE PRIMARY PERSONAL DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Explore talents, skills, and abilities to determine goals	1	1	1	1	1	1	1	1	1
Develop self worth and confidence	2	3	3	3	2	2	3	2	3
Focus on my personal growth	3	2		2	3		2	3	2
Develop personal strengths			2	3		3			

The third major category on the Student Goals Inventory -- social development -- lists eleven goal statements that a student might choose to pursue at the community college level. Table VI indicates the rankings for these goal statements based on the frequency of response for each of the population segments. The frequency of like rankings for the various segments of students indicates a general agreement as to the importance of the social development goal statements. It should be noted that exercising leadership skills and participating in athletic programs achieved a low priority.

Table VII indicates that personal interaction with people of various ages and backgrounds is the primary goal for all of the segments of students. Closely allied with this primary social goal are the desires to develop social awareness and enhance abilities in social interaction. These three goal statements interrelate and establish the strong desire for social skills on the part of the respondents.

Hull (1973) approached the issue of social development from another angle when he stated that one of the aims of higher education must be to develop a better society in which to live. He saw social interaction between professors and students, as well as interaction between student peers, as essential to the educational process. Indeed, he felt that this social interaction was necessary in order for students to develop a feeling of security -- a feeling that someone really cares about their views and feelings. He further stated that the absence of this opportunity for social

TABLE VI

RANK ORDER OF SOCIAL DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, & DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Become active in organizational life of the college	7	10	6	8	6	6	10	6	11
Take an active leadership role	8	8	8	5	9	8	7	7	10
Enhance abilities in social interaction	2	2	3	4	2	3	2	3	2
Learn more about teamwork, cooperation, and group skills	5	5	5	5	4	5	5	5	5
Interact with people of various ages and backgrounds	1	1	1	1	1	1	1	1	1
Participate in athletic/recreational programs	10	11	9	8	10	9	11	10	8
Exercise my social responsibility	6	6	7	7	7	6	8	8	6
Develop social awareness	3	3	2	3	3	2	3	2	3
Obtain the education that's expected of me	4	4	3	2	5	4	4	4	4
Develop an understanding of other ethic & social groups	9	7	10	10	8	10	6	9	8
Others	11	9	11	11	11	11	8	11	6

TABLE VII

THREE PRIMARY SOCIAL DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Enhance abilities in social interaction	2	2	3		2	3	2	3	2
Interact with people of various ages and backgrounds	1	1	1	1	1	1	1	1	1
Develop social awareness	3	3	2	3	3	2	3	2	3
Obtain the education that's expected of me			3	2					

and personal development had created the demand on many campuses for sensitivity groups, communes, and help centers. The results of this study, with the strong emphasis on the development of social skills, would indicate that this is still a primary concern among today's students.

The fourth major category on the Student Goals Inventory -- academic development -- lists ten goal statements that a student might choose to pursue at the community college level. Table VIII indicates the rankings for these goal statements based on the frequency of response for each of the population segments. The frequency of like rankings for the various segments of students indicates a general agreement as to the importance of the academic development goal statements. It should be noted that academic recognition, increasing grade point average for transfer, and "other" academic goals are listed as low in priority.

Table IX indicates that the primary goal for all of the student population segments is to learn more about an individually chosen field of interest. A consistent second goal selection, within the academic development area, is the upgrading of basic academic skills. A consistent third choice is the desire to develop an ability for critical thinking. The only variation in these choices is the second ranking given by non-degree students to the goal that addresses the pursuit of an educational area based on intellectual curiosity. This variation may be accounted for since it is probable that

TABLE VIII

Rank Order of Academic Development Goals Indicated by Student Enrollment Status, Sex, Age, and Degree Status

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Upgrade basic academic skills	2	2	2	2	2	2	2	2	5
Further develop communication skills	4	4	5	4	4	4	4	4	4
Develop ability for critical thinking	3	3	3	3	3	3	3	3	3
Upgrade grade point average for entry/reentry to university	8	8	7	8	8	7	9	7	7
Earn an Associate in Arts degree	5	7	4	5	6	5	6	5	9
Prepare for transfer to university	7	6	6	6	7	6	6	6	6
Learn more about my field of interest	1	1	1	1	1	1	1	1	1
Pursue an area out of intellectual curiosity	6	5	8	7	5	8	5	8	2
Strive for academic recognition	9	9	8	9	9	9	8	9	9
Others	10	10	10	10	10	10	10	10	8

TABLE IX

THREE PRIMARY ACADEMIC DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Upgrade basic academic skills	2	2	2	2	2	2	2	2	
Develop ability for critical thinking	3	3	3	3	3	3	3	3	3
Learn more about my field of interest	1	1	1	1	1	1	1	1	1
Pursue an area out of intellectual curiosity									2

the members of this non-degree group are attending classes primarily based on personal interests.

The fifth major category on the Student Goals Inventory -- cultural development -- lists five goal statements that a student might choose to pursue at the community college level. Table X indicates the rankings for these goal statements based on the frequency of response for each of the population segments. The frequency of like rankings for the various segments of students indicates a general agreement as to the importance of the cultural development goal statements. It should be noted that the development of artistic, dramatic, and musical talents, and "other" cultural development goals attained a low priority.

Table XI indicates that the pursuit of avocational interests and the development of skills and interests for leisure time activities received approximately equivalent ratings. Since these activities are fairly synonymous, the categories may be considered as one.

With the increase in American leisure time, it may be anticipated that more students will return or enter community colleges seeking recreational skills. The student choices concerning the primary cultural development goals support this contention.

TABLE X

RANK ORDER OF CULTURAL DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Pursue avocational interests	1	2	1	2	1	2	1	1	2
Develop cultural and aesthetic appreciation	3	4	3	3	3	3	3	3	4
Develop artistic, dramatic/musical talents	4	3	4	4	4	4	4	4	3
Develop skills/ interests for leisure time	2	1	2	1	2	1	2	2	1
Others	5	5	5	5	5	5	5	5	5

TABLE XI

THREE PRIMARY CULTURAL DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Pursue avocational interests	1	2	1	2	1	2	1	1	2
Develop cultural and aesthetic appreciation	3		3	3	3	3	3	3	
Develop artistic, dramatic/musical talents		3							3
Develop skills/ interests for leisure time	2	1	2	1	2	1	2	2	1

The sixth major category on the Student Goals Inventory -- community development -- lists seven goal statements that a student might choose to pursue at the community college level. Table XII indicates the rankings for these goal statements based on the frequency of response for each of the population segments. The frequency of like rankings for the various segments of students indicates a general agreement as to the importance of the community development goal statements. It should be noted that preparation for volunteer community service and "other" community development goals achieved a low priority.

Table XIII indicates that learning more about the "system" and developing skills to become more involved with the community are strong priorities for the students surveyed. The goal statement that appears as third in importance is learning more about shaping and changing the environment. Therefore, it appears that today's students are concerned with the structure of society and how they can best operate within that structure.

A study by Healy (1972) pointed out that many youths lost their first job because they had not developed acceptable work attitudes. They had not experienced training in the work ethic. Healy concluded that, due to the vocational nature of most community colleges, it was crucial for two-year institutions to develop community awareness, participation, and involvement in their students. Hoppock's views (1967) support this contention for it was his belief that colleges

TABLE XII

RANK ORDER OF COMMUNITY DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Learn more about shaping/changing environment	3	3	3	2	3	3	3	3	2
Develop skills to become involved with community	2	1	2	2	1	2	1	2	1
Learn about community problem solving	4	4	4	4	4	4	4	4	6
Prepare for volunteer community service	7	7	6	7	6	7	6	6	7
Learn about the "system"	1	2	1	1	2	1	2	1	2
Develop community leadership skills	5	5	5	5	5	5	5	5	5
Others	6	6	7	6	7	6	7	7	4

TABLE XIII

THREE PRIMARY COMMUNITY DEVELOPMENT GOALS INDICATED BY STUDENT ENROLLMENT STATUS, SEX, AGE, AND DEGREE STATUS

GOAL STATEMENTS	ALL	PART-TIME	FULL-TIME	MALE	FEMALE	UNDER 27	27 & OVER	DEGREE	NON-DEGREE
Learn more about shaping/changing environment	3	3	3	2	3	3	3	3	2
Develop skills to become involved with community	2	1	2	2	1	2	1	2	1
Learn about the "system"	1	2	1	1	2	1	2	1	2

spend too much time preparing students for careers without teaching them how and when to get jobs. The results contained in Table XIII indicate that today's students are very definitely interested in learning about the "system" and how to cope with the challenges it presents.

CHAPTER V

INTERPRETATION, CONCLUSIONS, AND RECOMMENDATIONS

Interpretation of Results

The purpose of this study was to determine student goals for various segments of the population enrolled for credit classes at Florida Keys Community College during the fall of 1979. The survey instrument chosen was the Student Goals Inventory which assesses six categories of development: career, personal, academic, social, cultural, and community. The goal statements in these particular categories were identified and ranked for: (1) all students, (2) part-time and full-time students, (3) male and female students, (4) under twenty-seven and twenty-seven and over age group of students, and (5) degree and non-degree seeking students.

The results of the study, as displayed in Tables II through XIII, indicate a general agreement among the various population segments in terms of the ranked importance of the goal statements within each of the general goal areas. The following analysis is therefore directed toward the first, second, and third priority goal statements as selected by each of the population segments for each goal area.

In the career development area, the major goal for all students was to determine a career goal. Part-time students felt that they needed to discover their career potential

and competencies, while full-time students were concentrating on determining a career goal. The majority of the male students wanted to earn an associate degree and secure employment; however, women and those students under 27 were more anxious to determine a career goal. Students 27 and over and those working toward a degree were more intent on earning an associate degree and gaining employment. The non-degree seeking student's primary motivation was the discovery of career potential and competencies.

Several patterns may be determined. First, the majority of students, and particularly the younger, full-time, and female students, are particularly concerned with selecting a career. Second, the part-time and non-degree seeking students, who have either already determined their career goals or are attending the community college to pursue personal or job-related interests, are more concerned with discovering what they can do with their already established career goals. Third, students who may be classified as male, 27 and over, or degree-seeking are primarily determined to achieve an associate degree and obtain employment.

The career goals that were selected as second in importance varied from the determination of a career goal to enrolling in courses to stay current in a chosen field. The second pricrity for all students was the discovery of career potential and competencies. Part-time students were seeking a career goal, while full-time students were interested in earning an associate degree and securing employment. Male

students were concerned with determining a career goal, but female students and those students under and over 27 were intent on discovering their career potential. Degree-seeking students were interested in determining a career goal; however, non-degree students, who were probably in attendance for personal or job-related reasons, were desirous of completing coursework that would keep them current in their field.

The career goal that was selected as third in importance by all students was the attainment of an associate degree and, hence, employability. Part-time students ranked coursework to keep current in their field as a third choice. Full-time, male, or degree-seeking students selected discovery of career potential as their third priority. Female students were interested in meeting the employment requirements of a specific job, while those students under 27 were intent on completing an associate degree. Students 27 and over and non-degree seeking students were seeking coursework that would prepare them to change occupations.

In the personal development area, the primary goal selected by all of the population segments was the desire to explore talents, skills, abilities, and potentials in order to determine individual goals. The overwhelming top priority ranking that this goal statement received indicates that students are interested in establishing individual goals that have their basis in specified abilities possessed by the student. It would appear that students are being realistic

in their personal aspirations and are desirous of making goal-related decisions fully cognizant of their established strengths.

The development of self-worth and confidence, a focus on personal growth, and the development of personal strengths are interrelated goals. These statements achieved second and third priority. This ranking indicates that most students are primarily concerned with the delineation of their individual talents and abilities and secondarily concerned with their personal self-concept and growth as individuals.

In the social development area, the primary goal selected by all of the population segments was the desire to interact with people of various ages and backgrounds. The overwhelming top priority ranking that this goal received indicates that students are concerned with meeting people from different ethnic backgrounds who possess interests apart from their own. Through this interaction, the student will most likely learn more about his or her personality and will acquire skills to enhance personal development.

The development of social awareness and the enhancement of social interaction abilities are interrelated goals that were rated next in priority by all of the groups except the male students. These goals relate closely to the primary social development goal of social interaction and may be viewed as supportive of the student's desire to acquire social skills through interaction in a variety of settings and with a diverse populace.

Male and full-time students indicated that they were interested in obtaining the type of education that was expected of them. This would imply that these students may be attending college at a parent's, or significant other's, insistence.

In the academic development area, the primary goal selected by all of the population segments was the desire to learn more about an individually chosen field of interest. The overwhelming top priority ranking that this goal statement received indicates that students are serious about pursuing their education. When related to the career development area, it may be determined that students are definitely concerned with determining career goals and then actively pursuing these goals.

The second ranking that was given to the upgrading of basic academic skills reinforces this statement. This priority ranking indicates that students are serious about setting a direction to their academic and career pursuits and utilizing all of the tools available to them to insure their success.

The development of an ability for critical thinking received an overwhelming third ranking by all of the population segments. This choice reinforces the serious nature of today's students and their desire to acquire skills that will enable them to cope with and control their futures.

In the cultural development area, the pursuit of avocational interests and the development of skills and

interests for leisure time activities received a first or second ranking from all of the population segments. Since these goals are sufficiently synonymous in scope, it is apparent that the development of personal recreational skills assumed a definite priority with all students as a cultural development goal. These choices are congruent with the increased emphasis on leisure time activities in the United States.

The only deviation in ranking within this cultural development category occurred due to the third ranking which part-time and non-degree seeking students assigned to the development of artistic, dramatic, and musical talents. All other population segments selected the development of cultural and aesthetic appreciation as their third-ranked goal. These selections may be readily explained since the Key West area caters to artistic types who enroll at the college primarily as part-time, non-degree seeking students. Furthermore, the two goal statements appear to overlap and are definitely interrelated in scope.

In the community development area, the major goal for all students was to learn more about the "system." Part-time students were more concerned with community involvement, while full-time students were concentrating on coping with the "system." The majority of the male students were also concerned with the "system;" however, the female population was more interested in becoming involved with the community. Students under 27 years of age and those seeking a degree were intent

on learning more about the "system," while those 27 and over or not seeking a degree were concerned with community involvement.

In some communities, these two goal statements may be viewed as separate entities. In Key West, which is noted for its closed political system, entry into the "system" can best be achieved by becoming more involved with the community. Hence, for the population surveyed, these goals appear to be closely related.

The community development goal that was listed as third in importance by seven of the nine population segments and which received a second place tied ranking by the male and non-degree seeking students was the desire to learn more about shaping or changing the environment. This is in accordance with the community-consciousness expressed in the top ranked community development goal statements.

Conclusions

The conclusions, as listed, are based upon the priorities that the respondents assigned to the goal statements within the six development areas. They represent an interpretation of student interests and desires as expressed through responses to the Student Goals Inventory. These conclusions apply only to the population of students enrolled at Florida Keys Community College during the fall of 1979.

Career Development

1. Career education is essential to assist students in determining career goals.

2. Activities designed to assist students in discovering their career potentials and abilities are essential.

3. Job placement is necessary for those students intent upon securing employment following degree completion.

4. Students are less likely to be concerned with taking courses to retain a current job, earning an associate in general science degree, or earning an occupational certificate.

Personal Development

1. Guidance services are necessary for students to explore their talents, skills, abilities, and potentials so that career goals may be established.

2. Students are intent upon developing their self-concept and, hence, establishing a realistic view of their self-worth, self-confidence, and personal growth capabilities.

3. Students are less concerned with knowledge concerning their personal health; postponing financial independence; and exploring their attitudes toward marriage, parenthood, and divorce.

Social Development

1. Activities are desired that provide and encourage the social interaction of all groups of students.

2. Opportunities need to be constructed that provide for the personal development of a student's social abilities and social awareness.

3. While interaction with people of various ages and backgrounds is considered of primary importance, the development of an understanding of other ethnic and social groups attained a relatively low priority.

4. Athletic and recreational activities are not essential in terms of community college offerings.

Academic Development

1. Activities should be provided that encourage the student to acquire more in-depth knowledge concerning his or her chosen field of interest.

2. Provision should be made for the assessment and improvement of a student's basic academic skills.

3. Opportunities should be provided that encourage students to develop their ability for critical thinking.

4. Students attend the community college for reasons other than academic recognition and grade point average improvement as illustrated by the low priority assigned to these two items.

Cultural Development

1. Students are intent upon developing skills and interests that may be applied to leisure time activities.

2. The development of cultural and aesthetic appreciation and the encouragement of artistic, dramatic and musical talents, while they may be viewed as potential leisure time activities, did not attain the priority assigned to the development of individual recreational interests and skills.

Community Development

1. Opportunities need to be provided that will familiarize students with the current political, employment, and community "system."

2. Opportunities are desired that will provide for more community involvement on the part of students.

3. Students are desirous of learning more about shaping and changing their current environment.

4. In an age of rising living costs, and given the fact that Monroe county is the highest cost county in Florida, volunteer community services are held in low priority by most students.

Recommendations

This listing of the recommendations indicated by the study is presented with no particular priorities assigned.

They are offered as suggestions and as starting points, to be addressed according to the best professional judgment and resources available at Florida Keys Community College.

Career Development

1. The college currently employs a full-time counselor whose specialty is career education. The availability of this individual during day and evening hours needs to be more widely publicized.

2. The career education materials provided through the Career Information Service (CIS) need to be updated and expanded.

3. The hours of operation for the CIS need to be extended through the use of trained work-study students to provide maximum accessibility for day and evening students.

4. The CIS staff need to develop an eye-catching brochure that will encourage students and potential students to visit the Career Information Service.

5. A career information credit course should be designed that will inventory individual career interests and provide a career direction for students.

6. Short seminars designed to acquaint students and faculty with the information located in the Career Information Service should be sponsored.

7. Instructors should be encouraged to include field trips to the Career Information Service as a portion of appropriate classes.

8. Job placement services, primarily offered to students seeking temporary part-time employment, should be expanded and publicized to provide employment assistance for potential graduates.

9. A pre-enrollment career orientation should be provided. This orientation, which could also be included in the college's general student orientation, would serve to publicize the services of the CIS and increase a potential student's understanding of his or her career options.

10. Women students and all staff should be educated about the economic handicap of preparing women to assume traditional low-paying careers. Workshops should focus on the strategies and opportunities for entering non-traditional fields.

Personal Development

1. The availability of guidance counselors during day and evening hours should be more widely publicized.

2. Opportunities for support or growth groups should be provided to allow students a structured format within which to explore their theory of self. Some of these groups might be designed for specific clientele, such as the older student.

3. Instructors should be encouraged to take a personal interest in their students and provide informal rap sessions where students may explore their personal goals.

4. Instructors, because they have the most frequent contact with students, should be encouraged to serve as a

referral agent thereby directing students with specific concerns to the appropriate agency.

5. A range of non-credit courses addressing contemporary issues of adult life should be offered. These seminars would provide the opportunity for increased interaction among peers who may be experiencing the same types of personal problems related to their educational goals.

Social Development

1. The student activities program needs to be expanded with greater emphasis on structuring activities that provide for one-to-one or one-to-small group contact.

2. A social awareness course that emphasizes social interaction skills should be developed. A non-threatening atmosphere where everybody wins should prevail.

3. Instructors and administrators should be encouraged to attend student activities and actively interact with students.

4. The President's Advisory Council, a group open to all students, should be continued and the open forums provided for student interaction should be more widely publicized.

5. An additional student voting member should be placed on the college's faculty committees concerned with admission and standards and curriculum offerings.

Academic Development

1. Courses designed to provide a broad overview to specific academic areas should be offered. Currently, the college offers this type of course in the natural sciences. Other academic areas should be encouraged to develop general interest courses that will expose the student to a variety of topics within a specific area.

2. Entry level skills required for successful course completion should be determined for all courses offered by the college.

3. Placement testing should be required prior to or during the first semester of enrollment for all degree-seeking students. These services should be offered as an option for non-degree seeking students. Students should then be placed in coursework designed to meet their specific interests and academic abilities.

4. The content and applicability of the logic course currently offered at the college should be more widely publicized.

5. Instructors should be encouraged to structure examinations with essay questions designed to develop the student's ability for critical thinking.

6. Attractive brochures should be designed and distributed to potential and current students. Content should: (1) describe common obstacles faced by students before and after enrollment, (2) highlight evidence of academic success,

and (3) focus on college services available to assist students in overcoming problems.

7. The brochures advertising the availability and hours of operation for the math and communication laboratories should be more widely distributed, particularly during registration periods.

Cultural Development

1. Credit and non-credit leisure course offerings should be expanded and offered in community settings.

2. Seminars highlighting recreational opportunities for retirees should be offered throughout the community.

3. Cultural programming, featuring a wide variety of artists, should be made available after the January, 1980, opening of the Fine Arts Center.

4. Seminars should be developed that creatively approach converting leisure activities into employment opportunities.

Community Development

1. Instructors need to emphasize an orientation to the "real world" and the work ethic in appropriate courses.

2. Students should be encouraged to attend local meetings of government agencies, whether individually or as class field-trips.

3. Community involvement through class activities should be encouraged. This could include having appropriate classes conduct surveys for social agencies, work as teacher aides, construct recreational facilities for the local day care center, etc.

4. Members of the local political structure should be invited as guest speakers on topics appropriate to individual classes.

5. The college's radio club should establish a weekly student-produced, college-oriented radio program.

6. Seminars should be offered that address the uniqueness of the Florida Keys. Emphasis should be placed on environmental factors that influence local land development and the quality of life in the Keys.

7. An annual open house should be sponsored that would encourage community interaction by focusing on the programs and services offered by the college and the community resources available to assist students in attending college.

8. Personnel associated with the college's speakers bureau should actively seek agenda time and program participation throughout the community in order to build better public relations and encourage community involvement. Students should be encouraged to actively participate in these presentations.

9. A video-tape presentation in which current and former students describe successful experiences at Florida

Keys Community College should be produced and made available to community agencies.

Strategies For Diffusion, Implementation, and Change

Strategies Internal to the College

1. This study has received the support of the president of Florida Keys Community College. He will receive a completed copy of the report.

2. The faculty and staff of the college will receive the results of the study through a presentation at an in-service planning conference.

3. A meeting will be held with the liberal arts, math and sciences, and occupational division chairmen to encourage them to implement recommendations appropriate to their specific areas.

4. The results of the study will be emphasized to the college's newly formed task force concerned with articulation, recruitment, and retention issues. Among other assignments, this group has been charged with developing marketing strategies appropriate for the institution. The results of the study should prove particularly valuable in this area.

5. The three primary student goals, identified by developmental and demographic categories, will be provided to the students of Florida Keys Community College through the weekly student newsletter.

6. A copy of the completed study will be provided to the college's Learning Resources Center.

7. The results of the study will be emphasized in meetings of the student services staff with the implementation of the recommendations appropriate to that area undertaken as resources permit.

Strategies External to the College

1. The results of the study will be forwarded to the chairman of Florida's statewide student goals committee for discussion by the committee.

2. The student goals research covered by this study will be submitted to state, regional, and national organizations for inclusion as a conference topic.

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APPENDIX A

Task Force Report, Problem I

PROBLEM I:

Counseling -- Academic, career, and peer counseling are generally inadequate. The fact was emphasized that students can drop a course without seeing either a counselor or the instructor. Current testing procedures conducted prior to entrance in the College do not adequately identify weaknesses in student academic profiles.

Suggested Solutions

A. Identify academically unprepared students through a comprehensive testing program. Subsequently assign those students to an appropriate remedial program(s).

B. Require all students to see the course instructor and counselor prior to withdrawing from a course.

C. Provide a vehicle for closer coordination between faculty, counselors, and students.

- Counselors need to know course and curriculum goals.
- Faculty need to know counselor's activities and methods.
- Students need to be aware of the existence and intercommunication of faculty and counselors.

D. Establish counseling services whenever classes are in session, to include reception in the Registrar's area during evening class times.

E. Initiate a peer counseling (friend-on-campus) program. Investigate the feasibility of subsidizing student counselors selected on a merit basis through educational grants.

APPENDIX B

Student Goals Inventory

APPENDIX D

Student Goals Inventory

Introductory Memorandum

STUDENT GOALS INVENTORY

NAME: _____ Major _____

Age _____

Enrollment Status: Male ____ Female____

Part-Time _____ Freshman _____

Full-Time _____ Sophomore _____

Non-Degree Seeking __

A. My Goals with Regard to Career Development are:

1. _____ To determine a career goal
2. _____ To prepare for an immediate entry level occupation
3. _____ To meet the employment requirements of a specific job
4. _____ To discover my career potentialities and competencies
5. _____ To develop management/leadership skills
6. _____ To earn an Associate in Science Degree (to get a job)
7. _____ To earn an Associate in General Science Degree
8. _____ To earn a Planned Occupational Certificate
9. _____ To take courses to keep current in my field
10. _____ To take courses to retain my present job
11. _____ To take courses in order to get a promotion
12. _____ To prepare myself to change occupations
13. _____ To prepare for local, state, national board exams
14. _____ Others

B. My goals with regard to Personal Development are:

1. _____ To explore my talents, skills, abilities and potentials in these areas in order to determine my goals
2. _____ To successfully undergo a transitional period in my life
3. _____ To assist in my personal adjustment
4. _____ To understand myself better
5. _____ To develop my self worthand confidence
6. _____ To meet my physical needs
7. _____ To focus on my personal growth
8. _____ To clarify my values

9. _____ To develop personal strengths

10. _____ To explore/understand my feelings, thoughts and behaviors

11. _____ To explore my attitudes toward marriage, parenthood, and/or divorce

12. _____ To aid in my adjustment to a changed style of living (retirement, change employment or marital status, prison release, etc.)

13. _____ To learn more about my health

14. _____ To postpone the time when I will have to become financially independent

15. _____ To focus on my independence

16. _____ Others

C. My goals with regard to Social Development are:

1. ____ To become active in the organizational life of the college
2. ____ To take an active leadership role
3. ____ To enhance my abilities in social interaction
4. ____ To learn more about team work, cooperation and group skills
5. ____ To interact with people of various ages and backgrounds
6. ____ To participate in the athletic/recreational program
7. ____ To exercise my social responsibility
8. ____ To develop a social awareness
9. ____ To obtain the education that's expected of me
10. ____ To develop an understanding of other ethnic and social groups
11. ____ Others

D. My goals with regard to Academic Development are:

1. ____ To upgrade my basic academic skills (reading, writing, study and/or mathematics.)
2. ____ To further develop my communication skills (oral, written and/or non-verbal)
3. ____ To develop my ability for critical thinking
4. ____ To upgrade my grade point average for entry or reentry to a university
5. ____ To earn an Associate in Arts Degree (to transfer to another college)
6. ____ To prepare for transfer to an upper division university
7. ____ To learn more about my field of interest
8. ____ To pursue an area out of intellectual curiosity
9. ____ To strive for academic recognition (honors, grades)
10. ____ Others

E. My goals with regard to Cultural Development are:

1. ____ To pursue my avocational interest
2. ____ To develop cultural and aesthetic appreciation
3. ____ To develop artistic, dramatic, and/or musical talents
4. ____ To develop skills/interests for my leisure time
5. ____ Others

F. My goals with regard to Community Development are:

1. ____ To learn more about shaping/changing the environment
2. ____ To develop the skills to become involved with the community
3. ____ To learn about community problem solving
4. ____ To prepare myself for volunteer community service
5. ____ To learn about the "system" - living with, coping and changing it
6. ____ To develop community leadership skills
7. ____ Others

Now that you have completed the list please list only your top THREE goals from the entire list in the spaces provided below: e.g., 1. Area C Goal 3; Area D Goal 4, etc.

Priority	Area	Goal
1	____	____
2	____	____
3	____	____

APPENDIX C

President's Letter of Endorsement

Florida Keys Community College
KEY WEST, FLORIDA 33040 (305) 296-9081

July 19, 1979

Dr. George M. Barton
Director of Instruction
Center for Higher Education
Nova University
3301 College Avenue
Ft. Lauderdale, Florida 33314

Dear George:

It was nice talking to you on the telephone yesterday. As mentioned, I am sending you a Prospectus from my Dean of Student Services, Ann Otto. I have reviewed it, and it will assist the institution in tailoring services described by specific groups. The information will prove beneficial to the faculty as well as to the student services area.

Also, the study ties in with state-required accountability standards. Our internal Task Force had indicated the need for more information on student goals/needs, and this study will provide this type of information.

We have computer assistance available to code the questionnaire.

As discussed, please keep in contact. I passed on your message to Hal Massey.

Sincerely yours,

William A. Seeker

WAS:hb

Enc.

APPENDIX D

Student Goals Inventory

Introductory Memorandum

FLORIDA KEYS COMMUNITY COLLEGE

MEMORANDUM

TO: All Students

FROM: Ann M. Otto
Dean of Student Services

DATE: August, 1979

SUBJECT: Student Goals

Florida Keys Community College would like to assess the reasons why students are in attendance at the college. The attached Student Goals Inventory will provide information needed for us to determine what you wish to obtain from your educational experience. We can then design services that will address your specific needs. Please take a few minutes of your time to complete the Student Goals Inventory and leave it at the last registration point.

Ann M. Otto

wr

APPENDIX E

Student Goals Committee Composition

COMPOSITION OF THE COMMITTEE

The composition of the committee was developed to provide a sample of various sizes and locations of community colleges and various disciplines within the college community. The locations and disciplines are as follows:

Dr. Myron R. Blee, Chief, Bureau of Program Support and Services, Division of Community Colleges

Mr. Anthony Casale, Acting Director, Division of Community Services, Miami-Dade Community College, North Campus (*48,865)

Dr. Carl Crawford, Provost, Broward Community College, North Campus (*13,453)

Dr. John E. Farmer, Dean of Student Development, Florida Junior College at Jacksonville, Fred H. Kent Center, Chairman (*43,008)

Dr. Patricia Gill, Assistant Director, Institutional Research, Hillsborough Community College (on leave) (*11,839)

Dr. Katherine E. Hunter, Coordinator, Student Development, Division of Community Colleges

Ms. Carrie Meek, Director, Division of Community Services, Miami-Dade Community College (on leave) (*48,865)

Mr. Russell Moncreif, Chief Occupational Officer, Seminole Community College (*8,413)

Ms. Marie Nock, Counselor, Miami-Dade Community College, South Campus (*48,865)

Dr. William R. Odom, Chief, Bureau of Research and Information Systems, Division of Community Colleges

Mr. William Strawn, Chief Student Affairs Officer, Hillsborough Community College (*11,839)

Mr. Stafford Thompson, Consultant, Division of Community Colleges

Ms. Jackie Washington, Counselor, Daytona Beach Community College (*6,075)

*unduplicated headcount

APPENDIX F HAS BEEN DELETED DUE TO IRREPRODUCIBILITY

APPENDIX F

Frequency Listings

For Goal Statements

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